DOCUMENT RESUME

ED 032 240 SP 002 946

By-Venditti, Frederick P.

Teaching in Valleybrook Elementary School: A Simulation Game Focusing Upon Problems of the Racially Desegregated School.

Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [68]
Grant-OEG-6-37-012
Note-88p.
EDRS Price MF-$0.50 HC-$4.50
Descriptors-*Educational Games, Elementary School Teachers, Inservice Programs, *Problem Solving, Race Relations, Role Playing, *School Integration, *Simulation, *Teacher Education, Training Techniques
Identifiers-*Valleybrook School Game

A majority-white elementary school has been simulated in which players assume the role of fifth-grade teacher Terry Patterson and practice solving typical problems indigenous to the desegregated elementary school. The problems are presented on film, in written incidents, and through role plays. Each player is furnished with extensive background information directly related to the problem situation he must confront. The game is designed to provide opportunities for teachers and prospective teachers to engage in individual and group problem-solving which focuses chiefly upon the following broad areas: pupil behavior; teacher relationships with pupils, colleagues, and parents; individualization of instruction; curriculum modification and construction; and the selection of instructional materials. (Included in this manual is background material on simulation as a training technique, rationale underlying the development of the game, suggested format and structure for training sessions (approximately 24 hours), directions and suggestions for using the game in both small-and large-group instruction; synopses of the 11 problem incidents with questions and suggestions for group discussion, information on the game's effectiveness and on how to obtain it. Appended are sample materials from the game including description of the community setting (a medium-sized Southern city in a rural area), bibliography, student cumulative record, simulation incident with response sheet.) (JS)

ED032240

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TEACHING IN VALLEYBROOK ELEMENTARY SCHOOL: A SIMULATION GAME FOCUSING UPON PROBLEMS OF THE RACIALLY DESEGREGATED SCHOOL

Project Funded

By

THE U. S. OFFICE OF EDUCATION

GRANT NUMBER OE-6-37-012

College of Education, University of Tennessee, Knoxville

FREDERICK P. VENDITTI

SP002946

ACKNOWLEDGEMENTS

Numerous people made important contributions to the development of the Valleybrook School Game. Dr. Donald Cruickshank gave vastly helpful advice without which the project workers might well have floundered. Special thanks are due Jean Peele, a former graduate assistant in the Educational Opportunities Planning Center (EOPC), for her organizational and other multi-faceted efforts in behalf of the project, especially during its early, critical phases. Thanks go as well to Peg Achilles and Joseph Atkins, also former EOPC graduate assistants, for their important help. Ernest Robertson and Guy Taylor of The University of Tennessee Photographic Services Department gave invaluable assistance with the production of the filmed problem incidents included in the game as did Professor Thomas Cooke of the University's Speech and Theatre Department. The superintendent of the prototype school system and the principal, teachers, and students of the prototype school, all of whom must unfortunately remain anonymous, rendered obviously indispensable services for which sufficient thanks cannot be expressed. Finally, the writer is deeply grateful to Linda Burroughs, currently serving as an EOPC graduate assistant, who collaborated with him in writing those sections of this handbook which include the discussion of role playing, the problem synopses, and comments relating to the effectiveness of the game.

Frederick P. Venditti, Director
Educational Opportunities Planning Center

TABLE OF CONTENTS

	PAGE
AN OVERVIEW OF THE GAME	1
SIMULATION AS A TEACHING TECHNIQUE	1
WHY THE VALLEYBROOK SCHOOL GAME	5
THE RATIONALE UNDERLYING DEVELOPMENT OF THE GAME	8
WHY AND HOW THE GAME IS PLAYED	15
SYNOPSES OF THE PROBLEM INCIDENTS	31
Sleeping Child	31
Isolated Child	33
The Curriculum is Questioned	35
A Reading Problem	36
A Plea for Help	37
A Problem for the Faculty	38
Teacher's Lounge	39
The Birthday Party	40
An Unexpected Encounter	41
A Communications Problem	42
Fighting Boys	43
THE GAME'S EFFECTIVENESS	45
OBTAINING THE GAME	48
APPENDIX A - Welcome to Lakemont and Lakemont Schools	49
APPENDIX B - Lovely Lakemont	55
APPENDIX C - Bibliography and Cumulative Record	63
APPENDIX D - Simulation Incident and Response Sheet	75

PAGE

APPENDIX E - Summary and Examples of Workshop Participants' Comments 78

APPENDIX F - Title IV Consulting Centers with Valleybrook School Game Materials 83

TEACHING IN VALLEYBROOK ELEMENTARY SCHOOL: A SIMULATION GAME FOCUSING UPON PROBLEMS OF THE RACIALLY DESEGREGATED SCHOOL

AN OVERVIEW OF THE GAME

A majority-white elementary school has been simulated in which players assume the role of Terry Patterson, a fifth grade teacher, and practice solving typical problems indigenous to the desegregated elementary school. The problems are presented on film, in written incidents, and through role plays. Each player is furnished with extensive background information directly related to the problem situations he must confront.

The game is designed to provide opportunities for teachers and prospective teachers to engage in individual and group problem-solving which focuses chiefly upon the following broad areas: pupil behavior; teacher relationships with pupils, colleagues, and parents; individualization of instruction; curriculum modification and construction; and the selection of instructional materials.

SIMULATION AS A TEACHING TECHNIQUE

Simulation may be defined as the creation of realistic games designed to give the players life-like problem-solving experiences related to their present or future work.[1]

---

[1]Donald R. Cruickshank, "Simulation: New Direction in Teacher Preparation, "Phi Delta Kappan, September, 1966, p. 23.

Simulation as a method of training has been used for many years in the armed forces and by business and industry. The technique probably became best known originally through its application in the form of the Link Flight Trainer during World War II. More recently its use in pilot training has been extended to the point that Eastern Airlines has developed a Boeing 727 jet simulator at a cost exceeding a million dollars.

For training in the business sector, the American Management Association has developed a highly refined "Top Management Decision-making Game," and Harvard University has created the "Harbets Company" wherein potential corporation executives may practice "constructive failure." In each case, the simulation approach allows trainees the luxury of making professional errors without the necessity of experiencing the often traumatic real-life consequences of such mistakes.

The crucial hypothesis underlying the use of simulation is that transfer of training occurs, i.e., that practice in solving life-like problems of flying or making business decisions should enable one to perform his job better in the workaday world. Findings of a number of studies made in the aircraft industry and in education support this hypothesis.[2]

---

[2]Richard W. Bishop, "Questions and Answers About Driving Simulators," Safety Education, December, 1964, p. 9: Robert B. Hayes, Simulation in Driver Education," NEA Journal, April, 1965, p. 58: Bert Y. Kersh, Classroom Simulation: Further Studies on Dimensions of Realism, (Training Research Division, Oregon System

Simulation seems first to have been employed with success in education in the area of driver training. By employing simulators during driver training, it has been possible to train students whose eventual records as real drivers have tended to be significantly better than those of students who have had no opportunity to practice with simulators. The premium discounts given by insurance companies to young drivers who have received simulator training attest to the value of the experience.[3]

Simulation materials have been designed to teach the basic concepts of balance of power, sovereignty, international law, military aggression, collective security, "United Nations," isolationism, and post war settlement. These materials were developed for use in the context of elaborate role-playing games.[4]

---

of Higher Education: Title VII NDEA, Project 5-084801965); Charles W. Vlcek, "Assessing The Effect and Transfer Value of A Classroom Simulator Technique," (Unpublished Doctoral dissertation, Michigan State University, 1965): Morris J. Weinburger, "The Use of Simulation in the Teaching of School Administration" (Unpublished Doctoral dissertation, Teachers College, Columbia University, 1965).

[3]William T. Richards, "Simulation: What Is It and What Does It Offer?" Wisconsin Journal of Education, April, 1964, p. 12.

[4]Harold Guetzkow (ed.) Simulation in Social Science: Readings (New Jersey: Prentice Hall, Inc., 1962); Cleo Cherryholmes, "Developments in Simulation of International Relations in High School Teaching," Phi Delta Kappan, January, 1965, pp. 227-31.

An extremely important simulation game was produced in the late 1950's by the University Council for Educational Administration in its Development for Criteria Study.[5] In this game, the principalship of a public elementary school is simulated through the use of films, filmstrips, tape recordings, and printed materials. Players of the game assume the role of Marion Smith, principal of the Whitman Elementary School, and attack problems presented to them through their "in-baskets." Since developing the Whitman School game, U.C.E.A. has been producing additional materials intended to broaden the simulation approach in administrator training. In the aggregate, the U.C.E.A. simulation materials seem to be in wider use and appear to be having greater impact than any other materials presently available in the educational field.[6]

With teacher training in mind, Cruickshank and his associates recently identified thirty-two problems of first-year teachers and incorporated them into a game structured around the role of Pat Taylor, a fictitious fifth-grade teacher in the mythical Longacre Elementary School.[7] This game, currently being marketed commercially

---

[5]John Hemphill, et al. Administrative Performance and Personality (New York: Teachers College, Columbia University, 1962). University Council for Educational Administration, Simulation in Administrative Training (Columbus, Ohio: UCEA, 1960).

[6]Weinberger, loc. cit.

[7]Donald R. Cruickshank, Frank W. Broadbent, and Roy L. Bubb, Teaching Problems Laboratory (Chicago: Science Research Associates, 1967).

by Science Research Associates, served as a model for the Valleybrook Elementary School Game described in this handbook.

These brief comments about simulation are intended to provide merely a general orientation to a teaching technique whose potential is really just beginning to be exploited in the field of education. Readers interested in making a thorough investigation of the simulation technique should review the voluminous literature relating to the subject.

WHY THE VALLEYBROOK ELEMENTARY SCHOOL GAME?

For over two years staff members of the University of Tennessee's Educational Opportunities Planning Center (a consulting agency funded through the U. S. Office of Education under Title IV of the Civil Rights Act of 1964) organized and conducted "traditional" inservice education programs concerned with desegregation problems for professional personnel in local school systems in Tennessee and several adjoining states. During that period of time the typical bill of fare in Center-sponsored institutes, workshops, and conferences featured lectures, question-and-answer sessions with consultants, panel discussions, film and audio-tape presentations, and large and small group discussions. Because the problems under consideration were timely and pressing and because consultants had genuine expertise, these traditional or conventional approaches to inservice education were reasonably successful.

As time went by, however, Center personnel could not help but notice that program participants were inclined to skirt certain touchy issues and treat even some of the most obvious and urgent problems associated with school desegregation in a somewhat superficial manner. Specifically, it was noted that teachers and administrators, either consciously or unconsciously, tended to avoid addressing basic racial problems and were frequently loathe to admit that racial prejudices and/or regional biases often seriously compound even the hoariest educational problems. It was observed further that in the relatively short lengths of time usually available for inservice experiences participants frequently found it difficult to interact honestly and frankly with each other in biracial groups. It was also a matter of some concern to Center personnel that the success of their inservice education projects hinged very importantly upon the contributions of highly trained and/or widely experienced "outside consultants" who seemed always to be in short supply and whose services were relatively expensive.

In light of these observations, the desire grew to find a more effective approach to inservice education addressed to problems associated with school desegregation. Eventually it was felt that, indeed, a new method and format for inservice activities were needed.

There was agreement among Center personnel that ideally the new approach should (1) quickly pinpoint the most real and urgent school desegregation problems actually confronting school personnel in the area served by the Center, (2) rapidly generate intense

personal involvement in heuristic problem-solving activities bearing on these problems, (3) promote immediate, meaningful human interaction in biracial groups addressing the problems, and (4) operate with a minimum reliance upon expert consultants.

As these idealized criteria for more effective inservice education emerged in the minds of Center personnel, the idea of providing trainees with experience in a simulated desegregated school strongly suggested itself, and the decision was made to undertake development of an appropriate simulation game.

Ultimately it was decided to model the EOPC game after the Teaching Problems Laboratory based upon the research (including field testing) of Cruickshank and Broadbent.[8] This decision was influenced to a considerable extent by the fact that Dr. Donald Cruickshank, the senior developer of the Teaching Problems Laboratory, held a position in The University of Tennessee's College of Education and readily agreed to assist Center personnel with the development of the type of game they were especially interested in producing.

The decision to initiate work on the EOPC's simulation game was made early in the second year of the Center's operation, and for approximately nine months thereafter both full-time professional

---

[8]Donald R. Cruickshank and Frank W. Broadbent, The Simulation and Analysis of Problems of Beginning Teachers (University of Tennessee and State University College at Brockport, New York: U. S. Office of Education Research Project 5-0768).

personnel and advanced graduate assistants employed by the Center gave as much of their time to the development of the game as the ongoing EOPC program permitted. Dr. Cruickshank's advice and counsel were of great help throughout this period of time and greatly expedited completion of the project.

THE RATIONALE UNDERLYING DEVELOPMENT OF THE GAME

The over-arching objective of the developers of the EOPC game was to simulate a realistic school situation with which the largest possible number of prime, potential players (i.e., professional school personnel in the border and southeastern states) could readily identify. Accordingly, the game was structured as follows:

Lakemont, the community setting. As a general locale for its problem-solving exercises, EOPC game-makers created the fictitious city of Lakemont (population approximately 28,000) and located it in a mythical Pickwick County (population approximately 40,000). Lakemont was deliberately characterized to be as representative as possible of the many southern cities of intermediate size located in predominantly rural areas. Lakemont, actually a composite of several Tennessee cities, was so depicted geographically that it might well be located in almost any part of the South except its coastal or bayou regions.

More specifically, a city of the size and character of Lakemont was chosen as the simulated city in the EOPC project for these reasons:

(1) Lakemont is not so large that it typifies the great urban centers which, with their "inner city schools," have school desegregation problems that are quite unique. (Cruickshank, incidentally, is presently in the process of developing a set of simulation materials built upon educational problems of the inner city. These materials will be marketed eventually through Science Research Associates.)

(2) Fictitious Lakemont, in terms of its size and by virtue of its location in a rural area, is a replica of dozens of real cities in the South.

(3) Lakemont is not so large that individuals living in towns considerably smaller cannot easily identify with it; nor, on the other hand, is it so small that those living in cities somewhat larger cannot identify with it as well.

(4) Lakemont's demographic, economic, political, and social characteristics are all representative of those of many real southern communities.

Valleybrook Elementary School. Valleybrook Elementary School, the problem center simulated in the EOPC's game, was created on the basis of the following thinking:

(1) It was felt that the simulated school should be one with which most southern teachers could readily identify without too much strain on their imaginations.

(2) It was agreed that the simulated school should exemplify that type of school in which a large number of southern teachers are presently working or will be working, i.e., a school which has a

biracial staff and a biracial student body. It was arbitrarily decided that the school should be majority-white, since it was felt that perhaps the most urgent and critical problems--in terms of their universality, immediacy and frequency--are to be found currently in predominantly white schools. In any event, since only one type of school could be simulated, a choice had to be made, and the majority-white school was decided upon.

(3) It was thought that the simulated school should be representative of the type of school that exists in greatest numbers and enrolls most of the children in the South. An elementary school rather than a secondary school was therefore chosen.[10]

(4) It was recognized that the simulated school should be sufficiently typical so that an appropriate, conveniently located prototype school could be identified wherein necessary cooperation for successful problem development would be forthcoming. (Such a school was eventually found near the Center. Its proximity permitted a practicable working relationship between the Center and the school.)

Terry Patterson. The simulated teaching role, it was felt, should be one that could be accepted by the greatest possible number of potential teacher-trainees. Therefore, Terry Patterson, a

---

[10]In recent months work has gone forward on the simulation of problems for Lakemont High School. These problems (six on movie film) and the additional materials needed for the high school extension of the game will be available in the near future.

fictitious fifth grade teacher, was created to grapple with the problems of Valleybrook Elementary School. Terry was placed in the fifth grade on the theory that, hopefully, both primary- and upper-grade elementary teachers could imagine themselves in a fifth grade assignment. For a similar reason, Terry was also depicted as a teacher of unspecified race, age, and sex with an indeterminate background of past professional experience. (There was a tacit assumption as the materials were developed that Terry was white but that there should be nothing built into the game to prevent identification of Terry as a Negro.) Finally, Terry was depicted as a teacher new to Lakemont, Valleybrook School, and an integrated classroom.

The problems. The simulated problems--the real crux of the simulation approach--incorporated into the game obviously had to be typical, interesting, and realistic. To avoid personal bias and to compensate for inevitable experience limitations on the part of the game developers, problem formulation was approached as follows: Over three-hundred white and Negro teachers working in some twenty schools similar to simulated Valleybrook were asked to supply information on a simple problem-sampling instrument. Specifically, they were asked to do the following: "(1) Describe in detail major problem you have encountered in your integrated school this year that you did not face previously in a segregated school. (2) Describe in detail a minor problem you have encountered in your integrated school this year that you did not face previously in a segregated school." (It is at least of passing interest to note that relatively few teachers--

either white or Negro--described major problems but that most reported minor ones.)

It was observed that each of the problems submitted fell into one or more of several broad categories: pupil behavior; teacher relationships with pupils, colleagues, and parents; individualization of instruction; curriculum modification and construction; and selection of instructional materials. It was also noted that a thread of complications arising out of racial prejudice, cultural bias, and interracial associations ran through all of the problems reported.

Composites of eleven probelms reported were fully developed for inclusion in the game, eight on movie film and three in written incidents. Synposes of each of these problems and questions related to them which may be used by group leaders are given in a later section of this handbook.

A rather thorny problem about which decisions had to be made as the simulated incidents were selected and developed was that of avoiding reinforcement of Negro sterotypes held by so many whites--even teachers. This is to say, it was considered important that the simulated problems not inadvertently give the impression that all Negro children are slow academically, unmotivated, lazy, untruthful, dirty, and so on. At the same time, it was felt that real problems reported could not be ignored or adulterated to the point that they did not conform to reality. Accordingly, great care was taken to structure the problems included in the game in such manner as to

depict both Negro and white children as the imperfect human beings they really are.

A final and very important word should be said about the Valleybrook Elementary School problems: Each is decidedly open-ended with both short- and long-range implications and without a single, clear-cut "best" solution. The EOPC simulation game is premised on recognition of the fact that most school problems are far too complex to be amenable to one, and only one, clearly superior solution. Human vagaries, technical considerations, and professional and lay values (to mention but a few impinging factors) converge in schools to create incredibly complicated problems for which there are usually multiple solutions. Most school problems, therefore, can be dealt with satisfactorily in numerous ways, all of which may be equally effective or "good," even if not perfect. These are the types of problems which confront those who role-play Terry Patterson in the EOPC game. As they work individually and in groups on the problems, therefore, players are encouraged implicitly and explicitly to engage in divergent rather than convergent thinking as they seek solutions to the problems of Valleybrook School.

Materials included in the game. A complete set of the Valleybrook School Game materials includes the following:

One audio-tape presenting the superintendent's and principal's talks to new teachers

Two filmstrips, one to accompany each of the two taped talks

One reel of color-sound 16mm movie film presenting eight problem incidents

One Chamber of Commerce brochure

One Valleybrook School faculty handbook

Three State Department of Education bibliographies

Eight individual pupil cumulative records

Three written problems, one with role-play cards

Eleven incident response sheets, one related to each of the game's problems

A general orientation to the city of Lakemont and its school system is provided via audio-tape which presents a talk made to teachers new to Lakemont by Hiram Osgood, Superintendent of Schools. (A script of the superintendent's talk will be found in Appendix A.) This talk is accompanied by a color filmstrip. The same approach is used for orientation to Valleybrook School. In this instance, teachers new to Valleybrook are addressed on audio-tape by the principal of the school, Thomas Simpson, and his remarks are accompanied by a second filmstrip. Following Superintendent Osgood's talk the players are given a Chamber of Commerce brochure describing "Lovely Lakemont." (See Appendix B.) After hearing Principal Simpson's comments, all Terrys playing the game receive a copy of Valleybrook School's faculty handbook, several State Department of Education bibliographies listing materials relevant to certain problems characteristic of desegregated schools, and cumulative records for all pupils around whom problems center. (Sample copies of one bibliography and one cumulative record will be found in Appendix C.)

As mentioned earlier, eight of the problem incidents included in the game are presented on film (16mm, color-sound) and three are given in written form. In one instance, a written problem is accompanied with role-play cards giving players additional information about the problem situation. An "incident response sheet" is furnished for use with each of the problems. (Appendix D includes one written problem and its related incident response sheet.) Each incident response sheet, in effect, sets forth written guidelines for systematic problem-solving vis-a-vis the incident to which it relates and provides spaces in which a player can write his ideas as he reacts individually to the problem situation under consideration. Players also use the sheets as they engage in problem-solving in small groups.

All of the written materials, i.e., the Chamber of Commerce brochure, Valleybrook School faculty handbook, pupil cumulative records, State Department of Education bibliographies, written problems, role-play cards, and incident response sheets, are mimeographed. Only the incident response sheets are expendable. Specimens of these materials, rather than stencils, are provided purchasers of the game.

WHY AND HOW THE GAME IS PLAYED

Purposes. The Valleybrook School Game was developed as an in-service education tool to be used primarily with teachers working in or about to be assigned to schools having desegregated professional staffs and/or student bodies. The game is designed to accomplish the

following specific purposes:

1. To increase the skills of teachers to recognize and analyze those problems associated with the integration of faculties and students as the public schools desegregate.

2. To increase the skills of teachers to recognize and evaluate the alternative approaches for constructive action in relationship to those problems associated with desegregation and integration.

3. To sensitize teachers to the feelings, attitudes, ideas, and beliefs of their counterparts of a different race through participation in biracial groups in frank and open discussion of problems having critical racial implications for the school and community.

4. To have teachers examine their own beliefs and prejudices and their personal commitments to the goal of equal education for all students.

Format and structure for training sessions. As already stated in the discussion of materials, Terry Pattersons playing the Valleybrook School Simulation Game are given orientation appropriate for teachers new to the community of Lakemont and Valleybrook School by means of taped talks and filmstrips and are provided with relevant resource materials they would typically have at hand if they were working in a real rather than an imaginary school setting. Also as indicated previously, a series of unresolved problems on film and in written incidents is then presented (one problem at a time) to the players for individual and group solution. In general, it has been found that the orientation process will require from one to one and

one-quarter hours. It has also been determined that from one and one-half to two hours of work time should be allotted for each problem incident.

The outline which follows gives the format, structure, and time-blocking suggested for the orientation and problem-solving phases of the Valleybrook School Game.

15 Minutes

I. Orientation

A. A brief, general explanation of simulation by a presentor

B. A brief overview of the Valleybrook School Game (by presentor) including an explanation of

1. Terry Patterson

2. The contents of materials packet (one prepared for each participant)

a. Chamber of Commerce brochure

b. Faculty handbook

c. Pupil cumulative records

d. State Department of Education bibliographies

45 Minutes to 1 hour

C. Superintendent's orientation talk: audio-tape presentation with accompanying filmstrip

D. Questioning of the superintendent (presentor plays superintendent's role)

E. Principal's orientation talk: audio-tape presentation with accompanying filmstrip

F. Questioning of principal (presentor plays principal's role)

II. Work on Problem Incident

A. Presentation of problem (5-10 minutes)

1. Show film (or distribute written problem incident)

2. Rerun film and/or answer questions regarding problem

B. Individual work with incident response sheets (15-20 minutes)

C. Small group discussion work (40-50 minutes)

1. Follow format of incident response sheets

2. Appoint group spokesman

D. Large group discussion work (30-40 minutes)

1. Reports from small groups and general discussion

2. Summary by presentor

1½ - 2 hours - each problem

Flexibility of the game. The Valleybrook School Game has been used with player groups ranging from thirty to three hundred and fifty members in size. In some cases the players have come from a single school or school system; in other instances they have come from throughout an entire state and, occasionally, from several states. Teachers, principals, central office workers and even non-professional school personnel and school board members have all played the game at various times and places.

The overall size of the group that may be involved effectively in the game is dependent primarily upon the capability to set up small groups not exceeding eight members in size and, ideally, large groups with no more than fifty or sixty members, except when necessary during

the initial orientation session and while showing the filmed problems.

As used with groups numbering three hundred and fifty players, the game has been played as follows: Orientation, presentation of filmed and written problems, and large-group discussions were carried out with the entire group, but small-group discussions were conducted in fifty groups of seven members each. The procedure regarding small groups was workable, inasmuch as an entire school building was available for the training program. Thus, large group sessions were conducted in the auditorium and small-group discussions took place in other rooms in the building. Conventional classrooms adequately accommodated two small groups, and certain other rooms (e.g., the cafeteria) accommodated up to six such groups. The large-group meetings conducted in the auditorium involved more participants than the recommended number for such meetings. (A suggested alternative to large-group discussion sessions for trainee groups having a total of more than fifty or sixty members is, following small-group discussions, to regroup the players into groups of intermediate size--i.e., groups having twenty-five to fifty members, depending upon the overall size of the trainee group and the availability of meeting spaces.)

The important point to be made about the flexibility of the game in relationship to numbers of players is that both very small and quite large groups can be accommodated. Availability of adequate and appropriate space for small group discussions is the critical factor, assuming necessary materials are in sufficient supply, organizational mechanics are carefully worked out in advance, and an

adequate number of leaders is available. (More will be said about leaders later.)

As far as appropriate time and scheduling factors are concerned the following observations are relevant. When used in its entirety and without embellishments (e.g., lectures and/or films related to problem areas under consideration), the game can very easily require twenty-four hours of inservice education time. The following schedule serves as an example:

DAY ONE

Morning	Afternoon
Orientation (1½ hours)	Problem Number 2 (1½ hours)
Problem Number 1 (1½ hours)	Problem Number 3 (1½ hours)

DAY TWO

Morning	Afternoon
Problem Number 4 (2 hours)	Problem Number 6 (2 hours)
Problem Number 5 (2 hours)	

DAYS THREE AND FOUR

Same as Day Two.

Time blocks could and should be varied to some degree to make provision for short breaks if the game is played according to this schedule. If two or three supplementary activities were added to the game as scheduled above, it can easily be seen how an additional six-hour day would be required for the training program.

Time modularity is one key feature of the game insofar as its scheduling is concerned. This is to say, suggested time blocks ranging from one and one-half to two hours will accommodate all problem-solving sessions. Thus, when it is determined how much time may be available for the game in a given situation and on what basis (e.g., five consecutive six-hour days, three consecutive six-hour days, three three-hour sessions on consecutive Saturday mornings, four one and one-half hour sessions immediately following dismissal of school on consecutive Tuesday afternoons), a practicable schedule can easily be worked out. The previous statement implies the game's second significant characteristic with reference to scheduling: it has been found effective when conducted for varying lengths of time on consecutive days or in a series of weekly or biweekly sessions. In other words, game-playing sessions can vary in length from time-to-time or place-to-place and be conducted on a variety of schedules without sacrificing desired outcomes. The only caveat offered is that the game not be used unless there is at least time for the orientation session and one problem.

Work in large groups. As already mentioned, orientation to Lakemont and Valleybrook School and presentation of the filmed and written problems can be accomplished expeditiously with large groups. Work by individual players on the incident response sheets can also be done in the large-group setting if it is convenient for players to do writing, e.g., if they are seated in desk-chairs or have lap-boards upon which to work. If the physical setup in the large-group

meeting place does not lend itself to writing, incident response sheets can be taken by the players to the locations of their small-group discussions and filled out there. (If all of the materials to be used by Terry Pattersons involved in a particular game are put into individual packets and distributed to the players in advance of problem-solving sessions, it is an easy matter for the players to move from the large-group meeting room to their small-group discussion locations and begin individual work immediately on appropriate incident response sheets.) Finally, culminating discussions relating to problems discussed first in small groups should take place in large groups. When the total number of players does not exceed fifty or sixty, a single large-group can be employed. As stated previously, however, it is advisable to form several groups numbering not more than fifty or sixty when a hundred or more Terrys are playing the game.

Only by putting the suggested limitations on the size of the large groups is it possible to achieve really satisfying "closure" with reference to the problems. By way of illustration, when the large group does not exceed the recommended size, it is usually possible to obtain (through spokesmen) feedback from all small groups represented, to engage in additional general discussion, and, if desired, to conduct role plays.

Leadership in large-group sessions. A leader, or leaders, are needed for all large-group sessions. In the initial orientation meeting a leader referred to earlier as a "presentor" should be

prepared to introduce the game--to extend a welcome to players, speak briefly about simulation, and explain how the Valleybrook School Game works--and play the roles of the superintendent and principal following the tape-filmstrip presentations. The presentor, when role-playing the superintendent and principal, should be prepared to answer questions addressed to him by the players regarding Lakemont, its school system, and Valleybrook School. (Supplementary information about the community and school is provided for the use of the presentor, but it is entirely appropriate and sometimes quite desirable for the presentor to deviate from "the script" and ascribe characteristics to Lakemont and Valleybrook School that will make them seem even more real to his particular group of Terrys.)

The presentor and/or another individual(s) should preside at all large-group sessions following problem-solving work done by the small groups. The leadership role in these culminating discussions entails primarily performing such tasks as eliciting feedback from small-group spokesmen, recognizing individuals who may wish to make comments or ask questions, setting up appropriate role-play situations, giving relevant input, restating questions and/or comments for purposes of clarification, and summarizing what has been said at appropriate intervals.

Work in small groups. Small-group activities are in some ways the most important component of the Valleybrook School Game, for it is during the small-group discussions that many players will be stimulated to do their most serious and cogent thinking and will find

themselves interacting most intimately and meaningfully with their peers. The varying ideas, viewpoints, and perspectives brought to bear on the problems by the players in the small-group sessions typically generate progressively more astute insights on the part of all concerned. Moreover, critical attitudes and feelings that remain hidden or masked in less intimate situations are frequently bared in the small groups. All of this is to say that the human interation--the verbal and nonverbal communication--that occurs in the small groups effectively promotes both cognitive and affective growth on the part of the players.

It has been found that the incident response sheets, if used judiciously, can give a thrust to the small-group discussions that is characterized by systematic and direct confrontation of the most critical issues imbedded in the problems encountered by the groups. This is not to suggest, of course, that the incident response sheets should be followed so slavishly that the result is the imposition of an undue amount of structure upon the deliberation of the groups. The discussions taking place in the small groups should be reflective always of the real interests and concerns of the group members and not merely of conformity to an externally imposed and predetermined discussion pattern. (It should probably be mentioned in passing that free-flowing discussion can also be blocked by certain seating arrangements, e.g., having the players seated in a row(s) before the group leader. Usually best results are achieved when the players and leader sit in a circle.)

One of the most meaningful and productive activities which can be initiated in the small groups is spontaneous role playing. Such role playing can enable both those directly involved and those observing to obtain much more valid perceptions of the many problems and issues explicitly or implicitly included in the Valleybrook School Game than they could derive through mere discussion alone. Role playing has proved to be particularly valuable as a means of enabling participants in small biracial groups to come to a better understanding of each other's attitudes, fears, and biases and how these influence both professional behavior and the general life styles of racial and ethnic groups. Role play activities are considered to be so important in connection with the Valleybrook School Game that they are discussed at length in the text below.

Leadership for small groups. While it is not necessary to have highly trained and experienced leaders working with the small groups, it is desirable at least to prepare selected individuals to give some direction to the proceedings of the groups. In a sense, what is needed in each small group is a "discussion expediter," an individual who can, by asking crucial questions at appropriate times, constantly but subtly direct the attention of the players to the most relevant aspects of the problems under consideration. Of course, this individual should not intervene so frequently in the discussion as to inhibit or interfere with constructive interaction taking place among members of the group. Nor should his interventions be of a nature (e.g., strong pronouncements of personal opinion) that would result

in his intimidating or dominating the group.

The small-group leader can often make especially effective contributions by initiating spontaneous role-playing within his group. During the early stages of the group work he literally might need to goad the discussants into participating by abruptly assuming a role himself and forcing reactions from various group members. After the group has worked through several sessions, however, such extreme action on his part would probably not be necessary.

Small group leaders or "discussion expeditors" for a given game can be selected "outsiders" who have had previous experience with the game elsewhere, or they may be individuals selected from the trainee group itself who have been prepared in advance to work with small groups of their colleagues. Preparation of small-group leaders might range from putting them through all or a truncated version of the Valleybrook Game to merely giving them as little as an hour of orientation regarding salient features of the game and its various procedures.

In anticipation of the fact that small-group leaders at many locations where the Valleybrook School Game will be played may not have the opportunity to prepare intensively for their roles, they are referred to the discussion of role-playing, which follows immediately and the section on problem synopses and questions. It should be stressed, however, that small-group leaders <u>should not</u> feel obliged to initiate role plays in connection with all problems considered or interject all of the suggested questions into the discussions of

their groups.

Role playing activities. As stated earlier, spontaneous role playing is an activity which has been found to have great value when engaged in by members of small groups playing the Valleybrook School Game. In the small-group milieu, role play has frequently served as the vehicle which has enabled players to reach real understanding of the affective dimensions of the problems under consideration. It has proved to be an excellent means of involving individuals and eliciting their direct expression of ideas and emotions. Role playing also brings out discussion material which might otherwise be omitted from consideration.

In role play, individuals are to react spontaneously as characters in a given situation. There are no scripts--the dialogue, action and outcome being determined as the individuals interact with one another. Situations can be role played with varied casts several times, the differing "actors" giving different interpretations and cirection to the same situation. Role playing can be short- or long-term depending on the participants.

Role playing is most effective when the individuals involved are relatively uninhibited. For this reason, group leaders must usually introduce role playing in early group sessions through their own dialogue with group members, thus forcing them to assume a "role" and respond in the first person rather than in the third person. For example, in the problem incident, "The Sleeping Child," participants are asked to answer the young girl's question, "Should I wake him now,

teacher?" During the discussion of this question, the group leader might assume without explanation to the group the character of the young girl and direct the question to a specific group member:

> Leader (as girl): "Should I wake him now, teacher?"
>
> Group member: "Well, I'd say . . . ."
>
> Leader: "I'm the little girl and I'm asking you--'Should I wake him now, teacher?'"
>
> Group member: "Uh. . .no. Let's let him sleep if he is so tired."
>
> Leader: "Good!"

After the leader has used a few of these introductory role playing situations with various group members, they will usually begin to respond quickly, identifying readily with the character of "Terry." Moreover, as time passes group members will start to initiate similar role playing situations without prompting by the leaders.

As the group sessions progress, the problem incidents lend themselves to more advanced role playing without the participation of the group leader, and with the utilization of more than one group member and even some elementary staging. For example, in the exercise, "The Birthday Party," group members are asked to respond to a white mother's request that her child be allowed to hand out birthday party invitations to only the white children in Terry's room. No matter what stand the group member takes, a provocative role play situation is set up. If the group member's response is that he/she would not allow the invitation to be issued at school, the group leader

immediately initiates role playing:

> Group leader: "Okay, you (indicating the member responding) are the teacher and it is the next day before school--and, you (indicating a white female group member) are Mrs. Keeler. You are angry that the teacher has refused you this favor and have come to school to 'straighten her out.'"

In this situation the member enacting the teacher's role may sit at a desk and the member playing Mrs. Keeler's role may enter through the door while the remaining group members observe. If, during role playing, the teacher or parent mentions calling in the principal, another group member is designated as principal and the role playing will then continue.

If a group member had responded originally that he/she would allow the invitations to be issued, then the upset parent would have become a Negro mother or father whose child came home "broken-hearted because he had not been invited to Larry's party."

Interesting contrasts are apparent as different group members enact the same situation. For example, much thoughtful discussion can be provoked by comparing the reactions of a white mother to both a white Terry Patterson and a Negro Terry Patterson.

Other interesting contrasts are made apparent in role reversal. Role reversal is a form of role playing in which individuals assume roles opposing their own more natural ones. For example, in counseling often a parent may be asked to enact the role of his/her teenage daughter or son while the child assumes the role of the parent; or,

in management personnel relations, an employer may assume the role of the employee facing his "boss" while the actual employee enacts the "boss" role. Role reversal effectively promotes insight into another's point of view as well as into one's own role as seen by others. In the simulation exercises, role reversal can be effectively utilized in discussion as well as in role playing.

In discussion the group leader often can clarify a problem by asking the group to view the problem as though the races of the characters portrayed were reversed. For example, in "The Birthday Party," the situation may be reversed by having Mrs. Keeler seen as a Negro mother wishing to exclude the white children from her son's party. Group members might then be asked to examine and discuss the similarities and differences of such a reversal; however, actually role playing, rather than merely discussing, characterizations reversed from their own will give group members deeper insights into the simulated problem situation. For example, in "The Birthday Party" incident, a white group member might be asked to portray an upset Negro mother while a Negro group member plays the role of a white Terry Patterson.

Generally speaking, more effective results will accrue from having a situation enacted initially through straight role playing. Not only does this procedure set up a basis for contrast with the reversal role playing which follows, but it tends to break down the inhibitions of the group members, thus preparing them for effective role reversal. Some group members may not feel they can participate in reversal role playing and should not be coerced into so doing.

Frequently, the most thought provoking results are obtained by having the more extremist and extroverted members attempt role reversal. Analysis of the reversal and its effectiveness by all group members follows role playing.

On some occasions role playing can be used effectively with large groups. When role playing is performed in this setting, however, care should be taken to stage the action so that all present can see and hear.

SYNOPSES OF THE PROBLEM INCIDENTS

Each of the eleven problem incidents included in the Valleybrook School Game is presented in synopsis form below. Questions (and in some instances suggestions) are provided along with each synopsis to assist small-group discussion leaders. These questions and suggestions should be used at the discretion of the leaders to stimulate discussion and/or encourage confrontation of some of the more subtle or threatening aspects of the problem incidents under consideration.

SLEEPING CHILD

Terry Patterson is at his/her desk while the students are busy with seat work. The children (with their giggles) call Terry's attention to the fact that Billy, a Negro boy, is asleep as his desk. In the ensuing comments between Terry and a few of the students, it is learned that this is not the first time Billy has fallen asleep in

school, that the boy's parents work the night shift, and that consequently Billy is without supervision and watches television as late as he wishes.[9] It is also learned that Terry, on the previous day, sent Billy to the school clinic for sleeping in class. Terry is required to make an immediate decision as to what action to take now when a student asks, "Shall I wake him now, teacher?"

A folder on Billy is available.

Questions and suggestions for use of group leaders:

1. What is the immediate problem with which Terry is confronted?

2. If Billy were portrayed as a white child, would the situation be altered in any way? Discuss possibilities.

3. Which of the factors affecting Billy frequently describe most children from low socio-economic environments? Which do not?

4. What affects might the presence of the grandmother have on Billy and his family?

5. What health factors might be involved in this situation? What is the teacher's role in attending to these?

6. What difficulties do you foresee in working with Billy's parents?

7. Does enlisting the cooperation of the family--especially by means of a home visit--become more difficult if the race of the teacher is different from that of the parents? (In considering this question, black Terry Pattersons might consider Billy

---

[9]In all of the filmed incidents Terry's words are superimposed on the screen in print rather than spoken orally. The camera is Terry's eyes so that Terry himself/herself is never seen in the filmed incidents. Superinposing Terry's words as indicated thus permits male or female (and black or white) identification with Terry.

to be white, whereas white Terrys may identify with the film's Negro child.)

8. Role play possibilities (See page 27 for explanation):

a. Question 3 on the Incident Response Sheet should be answered in the first person. The group leader may assume briefly the role of the student posing the question to force the group members into the desired form of response.

b. The parent-teacher confrontation (see number 7 above) presents possibilities for role playing. Group members may be asked to address the group leader as though they were approaching the parent. In this way the group leader can pose the additional problem of an uncooperative, fearful, or resentful parent. If group members foresee no problem of a white or black teacher dealing with parents of the other race, the group leader may invite a group member of a different race to enact a parent confrontation. The group leader would in this case respond as a parent highly conscious of the race factor.

NOTE: It is not advisable to allow the racial issue to become too threatening at this initial point in the game. The group leader can control this by cutting short the potentially threatening role play after group members have been alerted to the possibility of racial conflict.

ISOLATED CHILD

Terry Patterson is observing the children in his/her class during a free play period. One of the students, Flora, a Negro girl, is observed standing apart from the other children who are playing a group game. Two white students leave the group and engage in conversation concerning Flora. The boy student invites Flora to play, whereupon the girl student responds with the information that Flora never wants to play. Their conversation points out that Flora is new

to an integrated school situation. The boy confronts Terry with the problem of Flora's isolation by asking at the film's conclusion, "Teacher, how can we get Flora to play with us?"

A folder on Flora is available.

Questions and suggestions for use of group leaders:

1. What is the immediate problem? Why would Terry act as he/she indicates in response to the immediate problem? What is the long-range problem?

2. What support can be offered for Flora's isolation being self-imposed rather than group imposed?

3. Is the problem situation altered if Flora becomes a white rather than a black student? How can being a member of a minority group exaggerate feelings of insecurity and poor self-concept?

4. Would a black Terry Patterson be more able to help Flora than a white Terry? Would the situation be altered if Terry were black and Flora white?

5. How might a white Terry Patterson be a part of Flora's fear?

6. How about relationships with Flora's family? (See Question 7, "Sleeping Child.")

7. Role play possibilities:

a. Require first person responses to the question asked at conclusion of film; the group leader may assume the role of the boy and ask the question directly to a group member to force desired manner of response.

b. The teacher's approach to Flora might be role played by two group members assuming the roles of Terry and Flora. The possibility of a contrast between Flora's reaction to a white Terry and her reaction to a black Terry (the same person should play Flora in both instances) may be explored if this appears desirable.

THE CURRICULUM IS QUESTIONED

Terry Patterson is at his/her desk while the students are copying a list of Union and Confederate states. A student asks if all the states must be copied and is told that they must. All is quiet for a moment; then a Negro student says that she does not like to have to study about the Civil War. Another Negro student agrees with her protest. A conflict between the Negro and white students flares briefly as a few white students state their enjoyment of the subject after the Negro children have expressed their discomfort at being reminded of slavery. The issue of studying the Civil War is presented squarely to Terry to defend as, at the film's conclusion, a Negro girl asks, "Why do we have to study about the ol' Civil War, Teacher?"

Questions for use of group leaders:

1. In what ways might the black children feel threatened by the issue of slavery?

2. How might a black Terry Patterson, as opposed to a white Terry Patterson, affect the feelings of the black children? The white children?

3. What could Terry have done prior to the day's lesson to prevent the threat and discomfort of the black children?

4. What role, if any, do the mass media play in precipitating the kind of problem presented?

5. What role does the traditional history textbook play in the situation presented?

6. How might the study of slavery and the Civil War be used to create greater understanding and cooperation between the black and white children in Terry's class?

7. What is the teacher's role and responsibility in handling racial issues in a biracial class? What might be the results of the various ways of handling such issues?

A READING PROBLEM

It is early in the year and Terry Patterson is giving a short oral reading test to his/her students. Three children, two white and one black, are called to Terry's desk for the test while the other children work quietly at their seats. The three children in turn read aloud a few sentences. Their reading is significantly below grade level, and they appear uncomfortable. The last reader, Tommy, after struggling through his sentences, looks at Terry and asks, "Why do we have to read, Teacher? I don't like to read." The film ends as the children wait for Terry's response.

Folders on the children are available.

Questions for the use of group leaders:

1. What are some ways teachers can provide specialized help for slow or educationally handicapped students without unduly taking away time from the better students?

2. How can teachers provide special assistance for slow or educationally handicapped students without calling attention to their inferior class standing?

3. What is the obligation of the teacher for educating the student who is not able to perform at the assigned grade level?

4. Should Terry differentiate reading materials in any significant way as he/she seeks to help the three students become better readers? How? (This line of questioning should be used to bring out the inappropriateness of much traditional reading material for black children.)

A PLEA FOR HELP

Terry Patterson is working on class records after school when a Negro colleague stops by with some promised materials and a plea for help. Terry learns that a trying relationship has developed between the Negro teacher and one of her white students. The difficulty began when the teacher required the student to have an excuse properly verified in the school office, then returned to her. The student did so but in a rude manner, and since that time has been "impudent" and increasingly difficult to discipline. Terry is asked to respond to the situation at the conclusion of the film when the teacher asks, "Terry, what do you think I should do?"

Questions for the use of group leaders:

1. Are there any racial reasons why Terry's colleague might be having difficulties with the white child? What might some be?

2. If Terry's colleague were white and the "problem child" black, might there be racial reasons accounting for the difficulty? What might some be?

3. Who would have the advantage: a white Terry in a predominantly black classroom dealing with an impudent black child or a black Terry in a predominantly white classroom dealing with an impudent white child? Exactly why?

4. Can you think of any reasons why Terry's colleague might be reluctant to seek help from her principal?

A PROBLEM FOR THE FACULTY

Terry Patterson is in a faculty meeting. Mr. Simpson, the principal, recognizes the school's band director, Mr. Martin, who presents a problem for the faculty to solve. Mr. Martin, a Negro, is concerned that the school band may become extinct because of waning support of white and black students. As Terry listens, Mr. Martin explains that during the previous year the band was predominantly white. With the admission of a few Negro members and the expressed interest of other Negroes in joining the band, white members began to drop out. This year the white members have continued to drop band and the expected Negro membership has not materialized. Soon, Mr. Martin concludes, the band may not have enough members to function. Mr. Simpson, expressing concern, turns to Terry and the other faculty members. The film concludes as he asks, "Do any of you have suggestions as to steps Mr. Martin might take?"

Questions for use of group leaders:

1. Would the problem situation be likely to be different if Mr. Martin were white rather than black? Why or why not?

2. Is eliciting student participation in extra-curricular activities likely to become a special problem in the desegregated school? Why or why not?

3. Would black children by nature be more likely than white children to want to participate in certain kinds of activities, e.g., band, chorus, athletics? Why or why not?

TEACHER'S LOUNGE

Terry Patterson enters the teacher's lounge where a discussion pertaining to the integrated staff at Valleybrook School is in progress among three teachers. An experienced, Negro female teacher reveals that Miss Green, a white teacher who is not present in the lounge, often makes her feel unwelcome. Especially annoying is Miss Green's continued mispronunciation of "Negro" and the fact that she has a Confederate license tag on her car. Two teachers, one white and one black, express the opinion that Miss Green is not intentionally insulting, but it is evident that the complaining teacher construes her actions as deliberate and highly prejudiced. Terry is brought into the discussion when asked at the film's conclusion,

"Terry, what would you suggest that I do?"

Questions and suggestions for use of group leaders:

1. Many white teachers in the South will be quite defensive about the implied prejudice of pronouncing Negro as "nig-ra" and of having a Confederate tag on one's car. They may want to express their reactions to the film's implications immediately and may not wish to follow the pattern of responding privately on paper, then following the question format in discussion. If the discussion dynamics begin immediately, the group leader may choose to allow the discussion to continue, returning to the format later. The Negro group members should be asked for their reactions to "nig-ra" and for their preferences as to how their race is identified, i.e., black, Negro, Afro-American, colored, or other.

2. The group members may be asked to reverse the races in the film, thinking of the complaining teacher as white and of Miss Green as a Negro who refers to members of the Caucasian race as "whitey" and who has a "Black Power" bumper sticker on her car.

How does this reversal affect the problem? Are the two situations analagous?

3. This simulation exercise lends itself to an open discussion of the "little things" that can and do give offense to racially-sensitive individuals. The group leader should try to allow all group members to express their opinions freely. After discussion and expression of reactions to the simulated problem and its implications, the discussion should be directed to means of insuring that misunderstanding and casual comments do not mar interpersonal relations. Also, the group might deal with the implications of having a bona fide racist(s) on the faculty. For example:

What is the effect of teacher-teacher relations on the school climate in general?

What effect might intra-faculty racial strife have on the students?

What might be some specific ways of dealing with a racial bigot(s) on a biracial staff?

What can be done to counteract the damaging effects of racism among faculty members?

THE BIRTHDAY PARTY

Just before school starts on a Monday morning, a pupil (Larry Keeler) hands Terry Patterson a note from his mother. In the note Mrs. Keeler requests that Larry be allowed to bring to school the following day written invitations to his birthday party to be held Wednesday afternoon, and to issue the invitations to all of the white children in the class. Mrs. Keeler explains that she will be out of town all day and, therefore, will be out of reach by telephone. She requests that Terry respond by a note sent home that afternoon by Larry. Terry must make his/her response.

This simulation exercise is presented in the form of the written note from Mrs. Keeler rather than by film. Group members are asked to write out the exact responding note they would send home to Mrs. Keeler

A folder is available for Larry.

Questions and suggestions for group leaders:

1. What, if any, implications are involved in this problem incident insofar as basic school policy is concerned?

2. See page 27 for suggestions relating to role playing activities.

AN UNEXPECTED ENCOUNTER

It is after school and Terry Patterson is working on records at his/her desk. Suddenly the door is opened and an angry and upset white father confronts Terry.

Terry learns from the father that his daughter, Suzie, was kissed by a Negro child while on the playground the preceding day. The father explains his anger as concern since so many of "those children," implying the Negro children in the school, are "not very clean." Also, he is upset because he feels such incidents might lead to "other things." The film concludes as the irate father demands of Terry, "Now, what I want to know is what you're going to do to stop this sort of thing from happening."

A folder on Suzie is available.

Questions and suggestions for the use of group leaders:

1. How widely held among whites are the stereotypes applied to Negroes by the upset father?

2. How justified are the father's implied fears of interracial dating and marriage?

3. The potential explosiveness of this incident (and the root fears involved) can be well demonstrated through role playing. Encourage various members of the group to play both the role of Terry and the father. A particularly revealing kind of role play is sometimes enacted when a Negro group member takes the part of the father. Role reversal can also be illuminating in another way. Have a black father confront Terry with the complaint that his daughter has been kissed by a white boy.

A COMMUNICATIONS PROBLEM

Terry Patterson receives a note from the principal, Mr. Simpson, directed to all of the teachers. The note recognizes the various language difficulties several of the teachers have expressed regarding oral communication with the Negro students. Mr. Simpson requests that each teacher write down possible suggestions as to ways of improving Negro speech and understanding of "standard English" on a classroom, schoolwide, and systemwide basis. The suggestions are to be given to Mr. Simpson prior to the next faculty meeting.

This simulation exercise is presented in the form of the note to Terry rather than by film. Group members are requested to respond as Terry Patterson to the principal's request.

Questions for the use of group leaders:

1. How widespread are communications problems in the desegregated school?

2. Should teachers endeavor to make "standard English" the prevailing mode of speech of black and/or white disadvantaged children? Why or why not?

3. Some authorities are advocating that disadvantaged children be taught "standard English" as a second language. Explain their concept. Do you agree or disagree with their ideas. Why or why not?

FIGHTING BOYS

Terry Patterson receives a request from the principal, Mr. Simpson, to come to the office for a parent conference with Mr. Rick. Terry anticipates that the impending conference will not be pleasant as Mr. Rick has not been cooperative in regard to Terry's disciplinary actions with his son, David. Mr. Rick had sent a note to Terry the preceding week warning Terry about having "jumped on (David) for fighting with that Hayes boy." Terry responded at that time with a note explaining the necessity of disciplining the boys for fighting.

Folders are provided on both boys involved in the fighting incident which led to the present confrontation between Terry Patterson and Mr. Rick. The folder on David suggests that Mr. Rick is a former member of the White Citizens Council.

This simulation exercise is unique in that it sets up extensive role play with additional background information provided for

the group members acting the roles of Terry, Mr. Rick, Billy Hayes, and David Rick. The exercise is presented in the form of the written notes exchanged between Terry and Mr. Rick rather than via film.

Questions for the use of group leaders:

1. Should Terry request that the boys be present at the conference with Mr. Rick? Why or why not?

2. Does the problem incident imply any bad judgement on the part of the principal? Why or why not?

3. Does the problem incident have any implications regarding school policy? If so, what are they?

THE GAME'S EFFECTIVENESS

The Educational Opportunities Planning Center would not be so presumptuous as to claim that it has found a panacea for the vexing problems challenging those who are striving to provide meaningful inservice education for professional school personnel serving, or about to serve, in desegregated schools. In candor, Center personnel admit that the Valleybrook School Game has not always met all of the criteria originally formulated for a new approach to inservice education. On the other hand, Center staff members are convinced that the game has proved itself to be a flexible and effective inservice education tool throughout a large geographic region and in a wide variety of inservice education situations. This conviction is based upon the following facts:

First, at this writing Center personnel have used the game for more than a year as a basis for fourteen inservice education programs. These programs have involved participant groups ranging in size from thirty to three hundred fifty members and have been conducted in blocks of time ranging from one and one-half to five days. In all cases as the game moved along, it was observed that participants tended to become highly involved with the problems of Valleybrook School, to interact more and more honestly and sensitively with each other, and to engage in progressively more insightful and constructive problem solving.

The generally positive player reactions observed by the trainers were corroborated by written evaluations obtained from trainees at the conclusion of inservice programs structured around the game. In the evaluations, players were requested to answer anonymously the following open-ended question: "In what specific ways (if any) do you feel the Valleybrook School Game was especially worthwhile, and what specifically do you feel were its shortcomings?"

Typical reactions were obtained from two hundred eighty-one teachers, principals, and central office personnel who participated in a seven-county inservice education program conducted in western Tennessee. (This particular program operated on three consecutive Wednesday afternoons.) Table I presents a composite breakdown of the comments offered by members of this group.

TABLE I

A BREAKDOWN OF PLAYER COMMENTS REGARDING THE VALLEYBROOK SCHOOL GAME

	POSITIVE %	NEGATIVE %	MECHANICS %
Black	76	17	7
White	59	33	8
Total	64	29	7

In this case, of the five hundred forty-two total comments made regarding the game, sixty-four percent were positive in nature, twenty-nine percent were negative, and seven percent related to faulty organizational arrangements or mechanical problems, e.g., "insufficient

time for small-group discussions," "bad sound system." (The comments of the individual players were categorized to permit tabulation. See Appendix E which gives these categories and illustrative player comments from which they were derived.) In the seven-county program under discussion the most commonly cited benefits of the game related to the free communication it elicited, the insight it provided into others' points of view, and the problem-solving approach it introduced. As indicated in Table I, player reactions to the game were not unanimously favorable. It is deemed significant, however, that favorable comments outnumbered critical comments by a margin of two to one.

Also supporting the effectiveness of the Valleybrook School Game is its success as reported to the EOPC by other users. School desegregation consulting centers at The University of Georgia, The University of Oklahoma, University of South Alabama, University of South Carolina, University of Southern Mississippi, The University of Texas, and the University of Virginia have made use of the game in connection with inservice education of teachers in their respective areas and have found it to be well received and highly useful.

All in all, while evaluation of the Valleybrook School Game has admittedly been subjective and informal, it has nevertheless suggested rather strongly that the technique of dealing with problems of the desegregated school through simulation has much to recommend it.

OBTAINING THE GAME

Agencies or individuals interested in evaluating the Valleybrook School Game should address their inquiries to The Educational Opportunities Planning Center, The University of Tennessee, 224 Henson Hall, Knoxville, Tennessee 37916. Samples of all materials included in the game (with the exception of the audio-tape, filmstrips, and movie film) will be furnished without charge upon request. Since the EOPC does not have sufficient copies of the audio-tape, filmstrips, and movie film to make these available on a wide scale for previewing, it is suggested that those interested contact the nearest school desegregation consulting center possessing these items. (The names of the centers and their addresses are given in Appendix F.) To the extent feasible, each center will make available its audio-tapes, filmstrips, and movie film for examination by potential purchasers of the game. All materials comprising the game may be purchased through the EOPC for one hundred fifty dollars.

APPENDIX A

WELCOME TO LAKEMONT AND LAKEMONT SCHOOLS

HIRAM OSGOOD, SUPERINTENDENT

WELCOME TO LAKEMONT AND LAKEMONT SCHOOLS

HIRAM OSGOOD, SUPERINTENDENT

Good morning and welcome to our preschool orientation program. I am Hiram Osgood, Superintendent of the Lakemont City Schools. I was appointed by a five-member school board which was in turn appointed by our City Council. The five members comprising our Board of Education are really dedicated to building and operating a first-class school system for all of Lakemont's children. Under the leadership of our Board, all of our schools have been desegregated, and we have moved ahead with both staff and pupil integration with no major problems. One important factor explaining our success with school desegregation is the strong support, encouragement, and cooperation given us by so many of our citizens, both Negro and white. I don't wish to give the impression that you will not face minor problems within your schools, but I do not believe you will face unsolvable ones. Problems exist in <u>all</u> schools, whether segregated or desegregated.

Now let me say a few words about our school district. It is comprised of six elementary schools, one junior high school, and a senior high school. An additional senior high school is presently under construction. We also have one special education school. Overall, we are a sound school system and we've been making consistent progress. Our future appears bright.

Our biggest problem, as is the case in most southern systems, is a financial one. Our budget for this year was cut $337,000 of which $22,000 was applied to bonded indebtedness. Twenty-one percent of all taxes collected in Lakemont go into education. By nationwide comparison, however, this is a somewhat low percentage.

There are a number of ways in which we feel the effects of relatively low financial support. We are using many out-of-date textbooks in our system although a few schools, such as Valleybrook, will be supplied across-the-board with new books this year. Several of our schools do not have enough playground equipment, and some of our school libraries need to be stocked with many more books. We are somewhat short of audio-visual equipment and materials in the system, and we need additional classroom space in some of our buildings. We would also like to have a materials center in each of our schools.

Some of our immediate and long-range goals are nongraded programs, flexible grouping plans, curriculum revision, and vocational programs. With an increase in our budget, perhaps many, if not all, of these can be attained.

In spite of financial problems, one area in which we are not economy-minded, as you are all aware, is that of teachers' salaries. They are above the norm for the state. This is the case because our philosophy is to get the best teachers obtainable, so we attempt to compensate accordingly.

Since you will be meeting with your principals at your individual schools later today and will receive more educational information at that time, I'll not say more about our schools here. I would like, however, to tell you now something about the town you will be calling home.

We are a progressive, rapidly growing city. As you will learn from the Chamber of Commerce brochure given you, we have quite diversified manufacturing industries in Lakemont. The area outside our city is primarily agricultural and abounds with picturesque farms. A good deal of dairying is done in the county. There are numerous other industries related to agriculture, as well. We also have a thriving forestry industry and lumbering, especially, is expanding.

Lakemont families range from the lower through the higher socio-economic classes, and most of our labor forces work in either textile or furniture industries.

We have many churches with a variety of architecture. Some of these are quite modern; others are older in design. One of the most beautiful is First Church which is Gothic.

We've had much new construction of which we are proud. A new shopping center was opened just over six months ago. We have a new city library which has many books, reference and otherwise. Two new buildings have been completed at our junior college and will be in use for the first time this year. One of these is a new dormitory. The other is a classroom building of ultra-modern design. Although

it's not so new as the other buildings mentioned, our hospital, which is about ten years old, is another building of which we are proud.

We have a variety of recreational facilities in Lakemont. Among these are the public country club. We also have four city parks with play areas, and we have a number of large and modern bowling lanes. You might want to go swimming or fishing in Lake Lina which is always clear except after a heavy rain. (Fishing is better when it is a bit muddy.) The Obed River is quite clear also and usually very peaceful. You will surely want to visit Fort L'Ouvre and the museum. The fort is a state memorial and attracts many visitors from all over the country.

We have a modern bus station. We also have a small airport for those of you who prefer flying or may wish to charter a plane. Perhaps some of you may want to learn to fly yourselves!

Good music and news will come your way over either of our two radio stations. And by the way, we hope to schedule soon at least one educational program per day to go out over the air.

Finally, we have good banking facilities. You will not have any trouble getting your big paychecks deposited in a nice safe place.

To be serious again, I believe you will like our city. Lakemont is a good place in which to work and play. We welcome you to Lakemont and to our school system. All of us in education are engaged in the task of making school more meaningful to boys and girls. In America, we are now in a period of education innovation, and we find

ourselves reaching out to find new and better ways of doing things. Education develops human resources, and it is human resources that make a nation great.

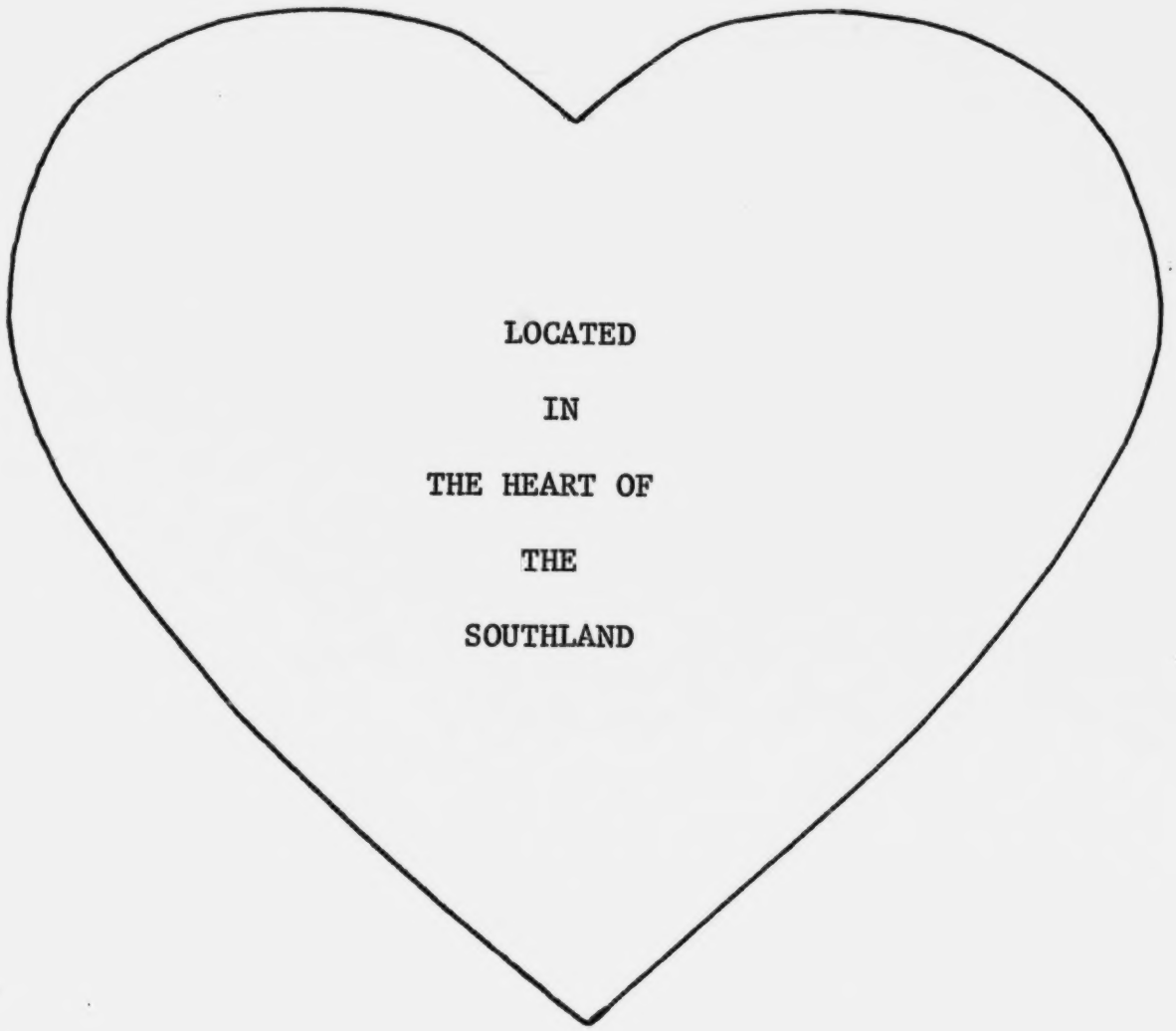
We, in Pickwick County, believe that education is not a side issue. We believe that it must be in the forefront of community enterprizes. Education has a unique mission. It's our business to touch young lives in such a way that they unfold to their maximum potentials. May I suggest that we rededicate ourselves here and now to that task.

Before you hear from the other members of our central office staff here with me, let me say again, "Welcome to Lakemont."

APPENDIX B

LOVELY LAKEMONT

LOVELY LAKEMONT



Courtesy of the

Lakemont Chamber of Commerce

HISTORY OF LAKEMONT

PICKWICK COUNTY

* Lakemont was named by Brown Montgomery who with his two sons were the first white settlers in the area. These three men with their families began with a small farm and a trading post and within two years had prospered with both.
* One of the major battles of the French and Indian War occurred near here. The Indians came down the Obed River to surprise the British who, though suffering great losses, managed to repel the attack. After the war all the land east of the Mississippi was ceded by the French to the British.
* Colonel Thomas Willoughby of Civil War fame was born and grew up in Pickwick County. The Colonel sustained a mortal wound in the second battle of Bull Run, and his body was returned to Lakemont for interment.
* U. S. 16E closely follows the original trail followed by the pioneers who forged out to develop the west.
* The first industry in present day Pickwick County was a lumber mill operated by the Senter family.
* A major cavalry action of the Civil War was fought through Lakemont on November 24, 1864.

FORT L'OUVRE MUSEUM

Fort L'Ouvre, built in 1711, has been restored at its original

site on the Obed River to commemorate the courage and valor of the early white settlers and to depict their life and customs. Care has been taken to verify the authenticity of everything used. The DAR undertook this project and when it was completed turned it over to the state as a state memorial.

CLIMATE - SIZE - LOCATION

* Altitude--922 feet
* Climate and temperature--mild with an average annual temperature of 60.2°
* Population--Lakemont--28,000 approximate

  Pickwick County--41,456 approximate
* Lakemont is the County Seat of Pickwick County and encompasses about 10.5 square miles. Pickwick County is the third smallest county in the state and has an area of 174 square miles.
* Lakemont is located in a valley area bounded on the north by the Obed River and on the east by Lake Lina.
* Two major highways intersect the city--U. S. 16 and U. S. 5. Two branches of the interstate system, I20 and I41, intersect twelve miles from the city's center.

GOVERNMENT

Lakemont and Pickwick County are in the fourth Senatorial District and first Congressional District. Lakemont is governed by a mayor and four aldermen. A city manager is the coordinator for all

of the city's activities. Pickwick County is governed by a County Board of Commissioners consisting of twelve members.

MUNICIPAL SERVICES

Fire protection--three fire stations manned by twenty-nine paid firemen; six fire engines. Class six fire rating.

Police protection--City: Chief and thirty officers; five patrol cars equipped with two-way radios and radar. There are also branch offices of the Highway Patrol and the F.B.I. located in Lakemont.

Property taxes--City: $3.75 per $100 assessed valuation. County: $3.30.

TRANSPORTATION AND COMMUNICATION

TRANSPORTATION

One Secondary Class Airport, five miles from the city. Charter service available.

Southern Railway serves Lakemont daily.

Continental Trailways and Greyhound serve the city with approximately thirty-six incoming and outgoing busses daily.

Five truck lines serve the area with two having terminals in Lakemont.

COMMUNICATIONS

Newspapers--Lakemont Daily and The Tribune, both daily and Sunday; one weekly, The Southlander.

Radio stations--WROL and WCMK

Television--all major networks received from nearby city.

Telephones--Southern Bell Telephone Company

Postal service--First class post office and two substations.

CHURCHES

Twenty-six denominations of Catholic, Jewish, and Protestant faiths--a total of eighty-six churches.

RECREATION

Lakemont has a full-time city recreation program. This includes bowling, swimming, tennis, boating, golfing, baseball, basketball, and football. In addition, there are dancing, arts and crafts programs.

Lake Lina and the Obed River offer water sports, fishing and campsites for camping. Chickasaw Park is located on the Obed River and has numerous picnic tables, a large playground, and amphitheater.

Lakemont is proud of its new public country club where dining and dancing are enjoyed. The club has a swimming pool and an eighteen-hole golf course. Another club, Lakemont Golf and Country Club, is privately owned.

City parks, tennis courts, ball diamonds, bowling lanes, swimming pools, football fields, and theaters also add to recreational pleasure.

EDUCATION

Lakemont is the home of Lakemont Junior College. In addition, there are nine state and private colleges within a one hundred mile radius.

A new State Area Vocational Technical School serves some seven counties in the area. There are six elementary, one junior high, and two high schools in the city. There is one special education school.

UTILITIES

Electric service--Valley Electric Company

Gas service--Natural Gas of the South Company

Water supply--source: Lake Lina, springs and wells.

Capacity: 5,500,000 gallons daily. Served by Lakemont Water System.

AGRICULTURE

Cotton is the main crop. Corn, hay, small grains, soybeans, and vegetables add to the agricultural income. In addition, the raising of livestock (including poultry) and dairying are important agricultural industries in the county.

FORESTRY

The timber resources are great and lumbering is a rapidly growing industry. Much of the idle land is being planted in pulpwoods. Existing woods are hardwoods which are used primarily in the furniture business.

INDUSTRY

Approximately fifty-four plants employing more than nine thousand people are located in Lakemont and Pickwick County. Principle products are nylon, rayon, textiles, plastics, and furniture. In addition, there are many service industries such as cotton gins, and fertilizer and feed plants.

FINANCES

Three banks serve the area with one having branches and drive-in facilities. There are two Federal Savings and Loan Associations.

HEALTH AND MEDICAL FACILITIES

One hospital with one hundred eighty-five beds, and three clinics (served by eighteen doctors and eleven dentists) are located in Lakemont. A City-County Health Department also serves the area.

HOTELS AND MOTELS

Lakemont has one large downtown hotel and a total of eight motels located within or immediately adjacent to its city boundaries. The hotel and motels offer a combined capacity of three hundred rooms.

APPENDIX C

BIBLIOGRAPHY

CUMULATIVE RECORD

LIST

OF BOOKS

FOR CHILDREN

BY

AND ABOUT

THE AMERICAN NEGRO

Prepared By The

State Department of Education

SELECTED BOOKS BY AND ABOUT THE AMERICAN NEGRO

FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS

Angell, Pauline K. To the Top of the World: The Story of Peary and Henson. New York: Rand McNally, 1964.	Junior High
Anckarsvard, Karin. Doctor's Boy. New York: Harcourt, Brace and World, Inc., 1965.	Int-Jr. High
Bethune, Mary McCloud. Mary McCloud Bethune. Garden City, New York: Doubleday and Company, Inc., 1964.	Junior High-High School
Biem, Lorraine and Jerrold. Two is a Team. New York: Harcourt, Brace and World, Inc., 1945.	K - 3
Biem, Jerrold. Swimming Hole. New York: William Morrow and Company, 1951.	Primary
Brandenbury, Aliki. A Weed is a Flower: The Life of George Washington Carver. Englewood Cliffs, New Jersey: Prentice Hall, Inc.	Junior High
Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper and Row Publishers, Inc., 1956.	K - 2
_____. Selected Poems. Harper and Row Publishers, Inc., 1963.	High School
Bonsall, Crosby. The Case of the Hungry Stranger. New York: Harper and Row Publishers, Inc., 1963.	K - 2
Bontemps, Arna. We Have Tomorrow. Boston: Houghton Mifflin Company, 1945.	High School
_____. Story of the Negro. New York: Alfred Knopf, 1962.	Junior High-High School
_____. Frederick Douglass. New York: Alfred Knopf, 1962.	Junior High-High School
_____. Sad Faced Boy. Boston: Houghton Mifflin Company, 1937.	

_____. The Fast Sooner Hound. Boston: Houghton Mifflin Company, 1939.	Int.
_____. Golden Slippers. New York: Harper and Row, 1941.	
Bull, Dorothy. Hurricane, The Story of a Friendship. Indianapolis: Bobbs-Merrill Company, 1964.	Int-Jr. High
Butcher, Margaret. The Negro in American Culture. New York: Alfred Knopf, Inc., 1962.	High School
Chambers, Lucille. America's Tenth Man, A Pictorial Review of Negro Contributions to American Life. New York: Twayne Publishers, Inc., 1957.	Junior High-High School
Chandler, Ruth. Ladder to the Sky. New York: Abelard-Schuman, Ltd., 1965.	Junior High
Clayton, Ed. Martin Luther King, The Peaceful Warrior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.	Int-Jr. High
Clifford, Seth and David. Your Face is a Picture. Seale, 1963.	K - 3
Coleman, Helen. Classmates by Request. New York: William Morrow and Company, 1964.	Junior High-High School
Conrad, Earl. Harriett Tubman. Washington: Associated Publishers, 1943.	
Cuban, Larry. The Negro in America. Chicago: Scott Foresman Company, 1964.	High School
DeAngeli, Marguerite. Bright April. Garden City, New Jersey: Doubleday and Company, Inc., 1946.	Int.
Doss, Helen. All the Children of the World. Nashville: Abingdon Press, 1958.	K - 3
Dunbar, Paul. Complete Poems of Paul Lawrence Dunbar. New York: Dodd, Mead and Company, 1940.	Junior High-High School
Durham, Philip. The Negro Cowboys. New York: Dodd, Mead and Company, 1965.	

Eager, Edward. The Well Wishers. New York: Harcourt, Brace and World, Inc., 1960.	Int.
Eppse, Merl K. An Elementary History of America. Chicago: National Publishing Company, 1949.	Int-Jr. High
Epstein, Sam and B. George Washington Carver: Negro Scientist. New York: Grosset and Dunlap, Inc., 1963.	Junior High
Evans, Eva Knox. All About Us People Are Important. New York: Capital Publishing Company, 1947.	Int-Jr. High
Faulkner, Georgene. Melindy's Happy Summer. New York: Julian Messner, Inc., 1949.	Int-Jr. High
_____. Melindy's Medal. New York: Julian Messner, Inc., 1945.	Int-Jr. High
Fife, Dale. Who's in Charge of Lincoln? New York: Coward McCann, Inc., 1945.	Int-Jr. High
Franklin, John Hope. From Slavery to Freedom: A History of American Negroes. New York: Alfred Knopf, Inc., 1956.	High School
Friedman, Frieda. A Sundae With Judy. New York: William Morrow and Company, 1949.	Int-Jr. High
Fritz, Jean. Brady. New York: Coward, McCann, Inc., 1960.	Primary
Gardner, Lillian. Sal Fisher, Brownie Scout. New York: Franklin Watts, Inc., 1953.	Int-Jr. High
Gates, Doris. Little Vic. New York: Julian Messner, 1951.	Primary
Gies, Joseph. Stars of the Series. New York: Thomas Y. Crowell Company, 1964.	Int-Jr. High
Gould, Jean. That Dunbar Boy. New York: Dodd, Mead and Company, 1958.	Junior High-High School
_____. South Town. Chicago: Follett Publishing Company, 1958.	Junior High-High School

_____. North Town. New York: Thomas Y. Crowell Company.	Junior High-High School
Hallets, Marie. Gilberto and the Wind. New York: The Viking Press, 1963.	K - 2
Hayes, Florence. Skid. Boston: Houghton Mifflin Company, 1948.	Int-Jr. High
Hennessy, Maurice. A Crown for Thomas Peters. New York: Ives Washburn, Inc., 1964.	Junior High
Hughes, Langston. Famous American Negroes. New York: Dodd, Mead and Company, 1954.	Int-Jr. High-High School
_____. Famous Negro Heroes of America. New York: Dodd, Mead and Company, 1958	Int-Jr. High-High School
_____. First Books of Negroes. New York: Franklin Watts, Inc., 1952.	Int.
_____. Dream Keeper and Other Poems. New York: Alfred A. Knopf, 1932.	Int-Jr. High-High School
_____. A Pictorial History of the Negro in America. New York: Crown Publishers, Inc., 1963.	Int-Jr. High-High School
_____. Famous Negro Music Makers. New York: Dodd, Mead and Company, 1955.	Junior High-High School
Hunt, Mabel Leigh. Ladycake Farm. Philadelphia: J. P. Lippincott Company, 1952.	Int-Jr. High
Jackson, Jesse. Call Me Charley. New York: Harper and Row, 1945.	Int-Jr. High
Johnston, Johanna. Together in America: The Story of Two Races and One Nation. New York: Dodd Mead and Company, 1965.	Int-Jr. High
Justus, May. New Boy in School. New York: Hastings House Publishers, Inc., 1963.	Primary-Int.
Keats, Ezra. John Henry. New York: Pantheon Brooks, Inc., 1965.	Int-Jr. High
_____. The Snowy Day. New York: Viking Press, 1962.	K - 2

_____. A Whistle for Willie. New York: Viking, 1964.	K - 2
Kessler, Leonard. Here Comes the Strikeout. New York: Harper and Row, 1965.	K - 3
Kugelmass, J. Alvin. Ralph J. Bunche: Fighting for Peace. New York: Julian Messner, Inc., 1952.	Junior High-High School
Lang, Don. Strawberry Roan. New York: Grossett and Dunlap.	Int-Jr. High
Lerner, Marguerite, MD. Red Man, White Man, African Chief. Minneapolis: Medical Books for Children, 1960.	Primary-Int.
Lewis, Richard W. A Summer Adventure. New York: Harper and Row, 1962.	Int.
Lexan, Joan M. Benjie. New York: The Dial Press, 1964.	K - 3
Martin, Patricia Miles. The Little Brown Hen. New York: Thomas Y. Crowell Company, 1960.	Primary
Means, Florence. Carver's George. Boston: Houghton Mifflin Company, 1952.	Int-Jr. High
_____. Tolliver. Boston: Houghton Mifflin Company, 1963.	Int.
Millender, Dharathula. Crispus Attacks: Boy of Valor. Indianapolis: Bobbs-Merrill Company, Inc., 1965.	Int-Jr. High
Mirsky, Reba Poeff. Thirty-One Brothers and Sisters. Chicago: Follett Publishing Company, 1952.	Int.
_____. Seven Grandmothers. Chicago: Follett, 1955.	Int.
Mordvinoff, Nicolas. Four Leaf Clover. New York: Harcourt, Brace and World, 1959.	Primary-Int.
Newell, Hope. A Cap for Mary Ellis. New York: Harper and Row, 1953.	Junior High-High School
_____. Mary Ellis, Student Nurse. New York: Harper and Row, 1954.	Junior High-High School

Peterson, Frank L. Climbing High Mountains. Washington: Review and Hearld Publishing Association, 1962.	Junior High
Pettigrew, Thomas S. A Profile of the Negro American. Princeton: D. Van Nostrand Company, 1964.	High School
Randall, Blossom. Fun for Chris. Racine, Wisconsin: Whitman Publishing Company, 1956.	Primary-Int.
Richardson, Ben. Great American Negroes. New York: Thomas Y. Crowell Company, 1956.	Junior High-High School
Robinson, Jackie. Break Through in the Big League. New York: Harper and Row, 1965.	Junior High-High School
Rodman, Bella. Lions in the Way. Chicago: Follett Publishing Company, 1966.	Junior High-High School
Rollins, Charlemae Hill. They Showed the Way: Forty American Negro Leaders. New York: Thomas Y. Crowell Company, 1964.	Int-Jr. High-High School
_____. Christmas "Gift." Chicago: Follett Publishing Company, 1963.	Junior High-High School
Scott, A. H. Big Cowboy Western New York: Lothrop, Lee and Shephard Company, 1966.	Primary-Int.
Shackelford, Jane Dabney. Child's Story of the Negro. Washington: Associated Publishers, 1956.	Int-Jr. High
_____. My Happy Days. Washington: Associated Publishers, 1944.	Int-Jr. High
Shapiro, Milton. The Roy Campanella Story. New York: Julian Messner, Inc., 1958.	Int-Jr. High
_____. The Willie Mays Story. New York: Julian Messner, Inc., 1960.	Int-Jr. High
Sharpe, Stella Gentry. Tobe. Chapel Hill: University of North Carolina Press, 1939.	Primary
Shotwell, Louisa K. Roosevelt Grady. New York: The World Publishing Company, 1963.	Int-Jr. High

Showers, Paul. Your Skin and Mine. New York: Thomas Y. Crowell Company, 1965.	Primary
_____. Let's Look at Your Eyes. New York: Thomas Y. Crowell Company, 1962.	Primary
Sterling, Dorothy. Forever Free. Garden City, New York: Doubleday and Company, 1963.	Int-Jr. High-High School
_____. Mary Jane. Garden City, New York: Doubleday and Company, 1959.	Junior High-High School
_____. Lift Every Voice. Garden City, New York: Doubleday and Company, 1965.	
_____. Captain of the Planter. Garden City, New York: Doubleday and Company, 1958.	Junior High-High School
_____. Freedom Train: The Story of Harriett Tubman. Doubleday and Company, 1954.	
Stevenson, Augustus. Booker T. Washington: Ambitious Boy. New York: Bobb-Merrill Company, Inc.	Int-Jr. High
_____. George Carver: Boy Scientist. New York: Bobb-Merrill Company, Inc., 1959.	Int-Jr. High
Stratton, Madeline. Negroes Who Helped Build America. Atlanta: Ginn and Company, 1965.	Junior High-High School
Swift, Hildegarde. North Star Shining: A Pictorial History of the American Negro. New York: William Morrow and Company, 1947.	Int-Jr. High
Tarry, Ellen. My Dog Rinty. New York: The Viking Press, 1946.	Int.
Woodson, Carter G. The Negro in Our History. Washington: Associated Publishers, Inc., 1959.	High School
Yates, Elizabeth. Amos Fortune: Free Man. New York: E. P. Dutton and Company, 1950.	Int.
Ziner, Teenie. Counting Carnival. New York: Coward-McCann, Inc., 1962.	K - 1

(5C)

STUDENT'S NAME HAYES (Last) Christopher (Middle) William (First) (M) F Sex Age as of September 1 Years 10 Mos. 4

ADDRESS 251 Hamilton Ave. Birthplace Lakemont Telephone No. 854-9253

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts				Social Studies	Arith.	Science	Health	Music/Art		Phy. Ed.
			Readg.	Wrtg.	Splg.	Eng.							
4		Lyons	C	C	C	D	D	D	C	C	C	C	C

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank

(5C)

ATTENDANCE

	Grade	1	2	3	4	5	6
Days Absent / Total No.of Days Possible		/	/	/	17 / 177	/	/
Promotion Yes/No							

PREVIOUS SCHOOLS ATTENDED

	Grade
No record Grades 1 - 3	
Sunny Knoll	4

FAMILY AND PERSONAL DATA

	Name	Occupation	Education	Siblings	Age
Father				Alexander	12
				Elizabeth	2
Mother	Charlotte	Restaurant - Dishwasher		John	5 wks
Step-parent or Guardian	Fred - Stepfather	Furniture Plant-Laborer			

HOME AND FAMILY BACKGROUND: (Note any home or family conditions (language spoken, decease of either parent, health) which may be significant in understanding the child.

Father deceased. Grandmother lives with family - financially underprivileged.

HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.

(5C) STANFORD ACHIEVEMENT TEST RECORD

Grade	W.Meaning			Para. Meaning			Spelling			W.Study Skills			Language			Arith.Computation			Arith. Concepts			Arith. Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S
4	4.6	66	6	4.3	56	5	4.0	46	5	5.3	60	6	3.2	26	4	4.3	34	4	4.0	50	5	4.4	58	5	4.2	54	5	4.2	54	5

TEACHER COMMENTS

Tardy a great deal - little interest in school. Billy is a fairly good reader but a poor student. His biggest fault is lack of motivation.

Patricia Lyons - grade four

APPENDIX D

SIMULATION INCIDENT - RESPONSE SHEET

BIRTHDAY PARTY

Just before school starts on Monday morning a pupil hands Terry Patterson the following note:

Dear Teacher:

Larry's birthday is this coming Wednesday. I am planning a party for him after school that day and want to invite all of the white children in your room to attend. Is it all right if Larry brings written invitations to give to the children tomorrow? I will be away from home all day today until late this evening and cannot be reached by telephone--I must drive to Springer to look in on my mother who has been ill. Please send your answer home with Larry in a note. Thank you very much.

Sincerely yours,

Mrs. Keeler

INCIDENT RESPONSE SHEET - BIRTHDAY PARTY*

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

4. What would you say in your note to Mrs. Keeler? (Write your exact reply.)

5. What are some alternative ways to prevent a similar problem from arising again?

6. What value or values do you hold that prompted you to reach your decisions?

(two role-playing possibilities)

*On actual worksheet more space is provided for notations.

APPENDIX E

SUMMARY AND EXAMPLES OF WORKSHOP PARTICIPANTS' COMMENTS RELATING TO USE OF THE VALLEYBROOK SCHOOL GAME

SUMMARY AND EXAMPLES OF WORKSHOP PARTICIPANTS' COMMENTS
RELATING TO USE OF THE VALLEYBROOK SCHOOL GAME

POSITIVE COMMENTS

Number of Participants: Black 91 White 190 Total 281

	COMMENTS	BLACK %	WHITE %	TOTAL %	RANK ORDER
1.	Problem solving help: "It helped me become aware of some of our major problems which we encounter every day."	18	15	16	3
2.	Communication: self-expression "(It provided) the break-down of communication barriers between races."				
	"It is good to communicate freely with members of another race."	26	29	28	1
3.	Freedom of expression: "Teachers of both races expressed themselves without becoming angry."				
	"We were able to put all our cards on the table."	19	12	14	4.5
4.	Organization; presentation; general approach: "You could put yourself into the situation."				
	"I like the idea of simulation; (you are) able to argue about make-believe situations that are close to home."	19	12	14	4.5
5.	Insight into another point of view: "Helped both white and Negro gain an insight into the other's ideas and feelings."				
	"I saw the viewpoint of the Negro and understood the reason for it as I had not before."				
	"Personally, I was astonished to find out the Negro was so much like me."	16	22	20	2

POSITIVE COMMENTS (Continued)

	COMMENTS	BLACK %	WHITE %	TOTAL %	RANK ORDER
6.	Realism of problems discussed: "The problems seemed very real."	5	11	9	7
7.	Attitudes and interest of teachers: "I have been particularly impressed with the seemingly open-mindedness of all those involved and with their desire to learn and profit from such a meeting."	10	2	5	9
8.	Role play: "The role playing brings alive action to the problem and presents many solutions and alternatives."	9	9	9	6
9.	Self-insight and realization: "The first night I had the feeling this whole thing was very one-sided and slanted for the Negro, but during the other two nights, I realized it had to be this way."	7	7	7	8
10.	Others	2	2	2	10

NEGATIVE COMMENTS

1.	Organization, etc: "The small groups did not have enough opportunity to share the thinking of others." "A different approach would have been more appealing after going over the same approaches for the same problems."	10	6	7	4
2.	Problems dealt with superficially: "(It was) not deep enough." "The provocative questions were not answered but were evaded."	5	4	4	8

NEGATIVE COMMENTS (Continued)

COMMENTS	BLACK %	WHITE %	TOTAL %	RANK ORDER
3. Problems themselves superficial; "petty": "Some of the problems were rather trivial."				
"The problems were very minor ones."	1	15	10	1
4. Unreceptive attitudes: "The inability of some to relax and face facts."				
"There were a few times that there was a little resent- towards the other race."	3	6	5	7
5. Undue racial emphasis: "Too much emphasis was given to 'Negro-white' or race. Most of the problems involved just children and race should not be a factor in arriving at their solution."				
"I think too much racial implications are stressed."	0	8	6	6
6. Problems were unrealistic: "I could not relate some of the problems to my own situation."				
"Directed entirely to white extremists without mention of Negro extremists."	4	10	8	2
7. Others: "More problems created than existed."				
"Reluctance to state real feelings."				
"Need for summarization and closure."	3	10	8	3

COMMENTS RELATING TO THE MECHANICS OF PRESENTATION

COMMENTS	BLACK %	WHITE %	TOTAL %	RANK ORDER
1. Inadequate information provided: "We did not know enough about the background of the problems. Isolated facts are sometimes misleading." "We needed more information to really 'hit the nail on the head."	12	16	15	1
2. Mechanics faulty--sound system; time wasted: "What was covered could have been done in six hours instead of twelve." "The mechanical difficulties were irritating." "Poor sound system."	2	8	6	2

APPENDIX F

TITLE IV CONSULTING CENTERS WITH VALLEYBROOK

SCHOOL GAME MATERIALS

The University of Georgia
School Desegregation Educational Center
Room 265-A, Baldwin Hall
Athens, Georgia 30601

The University of Oklahoma
Consultative Center
660 Parkington Oval
Norman, Oklahoma 73069

University of South Alabama
Title IV Center
College of Education
Mobile, Alabama 36608

University of South Carolina
School Desegregation Consulting Center
School of Education
Columbia, South Carolina 29208

University of Southern Mississippi
In-Service Consulting Center
Southern Station, Box 27
Hattiesburg, Mississippi 39401

The University of Texas
Office of Extension Teaching and
Field Service Bureau
201 Extension Building
Austin, Texas 78712

University of Virginia
Consultative Resource Center
102 Levering Hall
Charlottesville, Virginia